

ACTIVITY 1 - WHERE IN THE WORLD

LESSON OBJECTIVES

- Learn about Africa as a continent.
- Be aware of Africa's major problems.

PREPARATION

Photocopy accompanying activity sheet.

This lesson is suitable for use on an interactive whiteboard.

LESSON

Begin by a quick question and answer session on Africa to ascertain how much the class already knows, for example: Is Africa a continent or a country? Is it an island? Is the equator near Africa? What animals do students associate with Africa?

Show students a map of Africa. Discuss anything students notice, for example within it are 54 countries, not every country borders the sea. Explain that over the next few lessons they are going to be finding out about Africa and looking into its problems and their proposed solutions. Have any of the students been there? Were any students born there? How much do they know about any particular African culture?

Hand out the activity sheets. Students are to work individually to name as many of the countries in Africa as possible with no aid. Now redistribute the maps or atlas and ask students to work in pairs to label the remaining countries. Also ask students to name the seas surrounding Africa. Discuss where in Africa you might go as a tourist and why? Did they know Egypt was part of Africa? Note these ideas in the space provided on the activity sheet.

Are students aware of any problems in Africa? If you have used the *Togo: Making Choices* or *Real Life in Ghana* students can apply that information here. Have they heard of the G8 summit? Discuss what they think it is. Have they heard of The Commission for Africa? What do they think it is? Explain to students that they will be learning about The Young People's Commission for Africa, its aims, how it achieves them and how it was set up.

In pairs, students should create a thought spider containing the information they know about Africa from the beginning of the lesson. Once completed, discuss the possible missing information such as climate, economic status, health, and education. Have the pairs research together for more information on Africa. Return as a class and review the new information together. Have students learnt something new?

PLENARY

Ask students to research the Commission for Africa; do any of the proposed resolutions take young people and their views into account? Students can then write up their findings; were they what they expected?

CURRICULUM LINKS			
ENGLAND Geography	1e 1f 2a 2b 2c 2d 2e 2f 2g 3a 3b 3c 3e	WALES Enquiry & Skills Places	7 8 9 1 3 4
NORTHERN IRELAND Geography Research, Data Handling and Presentation Skills Population Economic Activities	A B C D D	SCOTLAND People and Places The Human Environment	Level D E

ACTIVITY 2 - GROWING UP IN AFRICA

LESSON OBJECTIVES

- To understand problems in Africa.
- Understand why some problems exist and explore possible solutions.

PREPARATION

Photocopy accompanying activity sheet.

Prepare for use on an interactive whiteboard your chosen hot seat interviews.

LESSON

Remind students of their introduction to Africa in the previous lesson. Divide the class into groups and present them with the question: 'Does it make a difference where in Africa you grow up? Why?' They can then compare their thoughts to their own experience of growing up in the UK. Watch the Richard E Grant hot seat about growing up in Africa.

As a group discuss the problems that they are aware of in Africa. If you have used the *Togo: Making Choices* or *Real Life in Ghana* resource, that information will be very useful in this task. Should problems be generalised to 'Africa' or specified per country?

Discuss how useful hot seats are for discovering information. Ask students to think about the questions they would like answered about Africa; who would they want to interview to find the answers? Whose opinion do they think would matter the most. Watch the Cherie Booth hot seat. Why is her opinion influential? Would they like to interview her?

In groups ask students to think about problems within their own community or school. Ask them to think of who they would have to approach and why. Hand out the activity sheets and explain they are going to plan an interview with their chosen figure. It could be a local councillor or Headteacher or head of department.

If there is an opportunity, have students carry out these interviews and record them. Evaluate the success of the interviews; did they find the answers they wanted, would they have asked different questions if they had the opportunity to do it again?

PLENARY

Ask students to choose one of the YPCfA's call for Action to research in more depth.

Students are to find out as much as they can about one of the following headings to create a fact sheet.

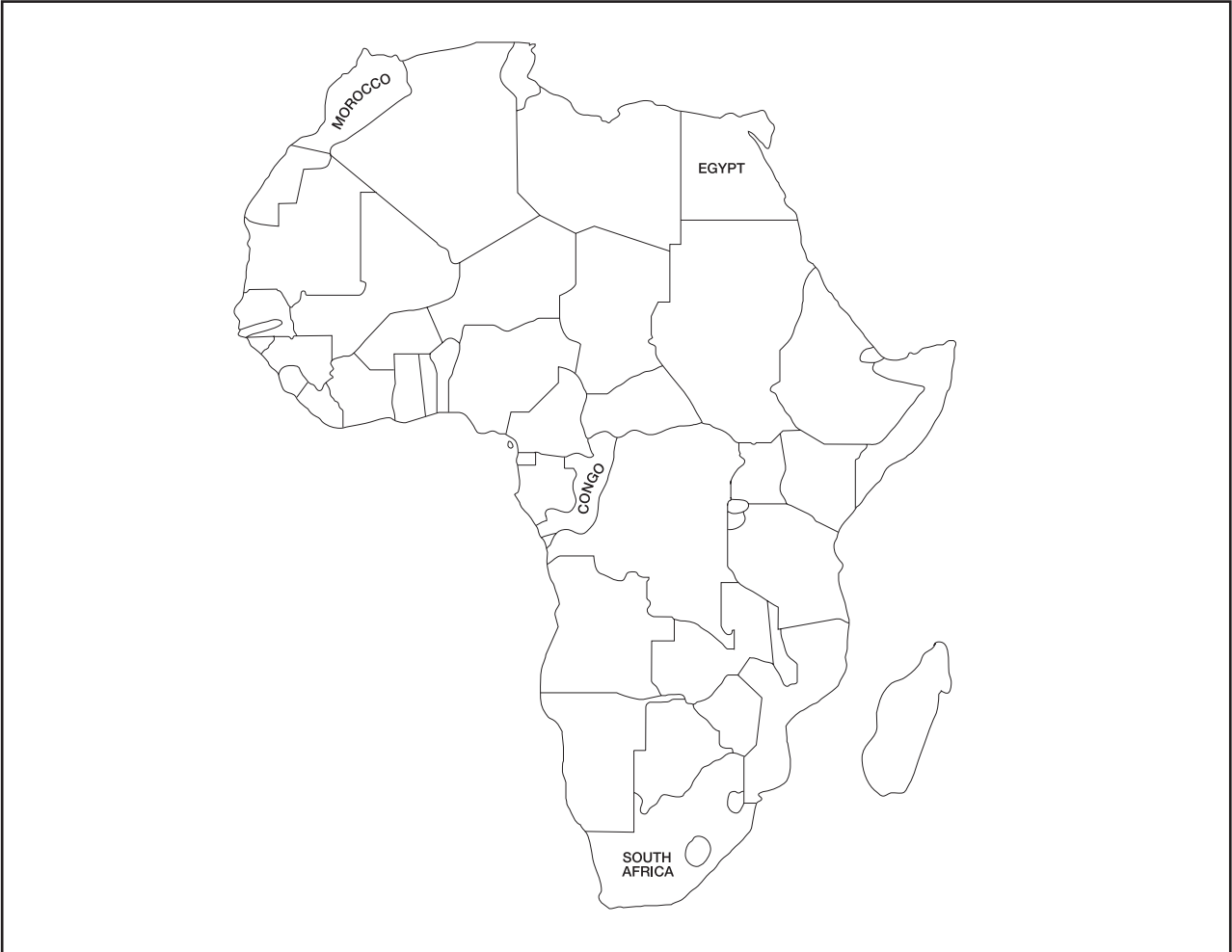
The headings to choose from are:

HIV/Aids, Poverty, Education, Health, War and Conflict, Food insecurity, Crime, Child labour, Debt, Religion and Traditional Beliefs

Each group should present their findings to the class and submit a fact sheet about what they have learnt about life in Africa. The fact sheet could then be submitted to the Plan website to be viewed online

CURRICULUM LINKS			
ENGLAND		WALES	
Citizenship	1f 1i 1j 2a 2b 2c	Geography	
Geography	1f 3d	Places	1 3 4
English	1a 1g 2f 3a 3b	English	
		Writing Range	1 2 3
		Skills	1 3
NORTHERN IRELAND		SCOTLAND	
Geography		English	
Research, Data Handling and Presentation Skills	A B C	Functional Writing	Level D
Population	D	People and Places	
Economic Activities	D	The Human Environment	Level D E
English			
Writing	B D F		

WHERE IN THE WORLD



MY NOTES ON AFRICA



GROWING UP IN AFRICA

My Hot Seat is:.....

Questions

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A YOUNG PERSON'S COMMISSION

My chosen title is:

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Proposed solution:	
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Problem:	Ideal result:
Proposed solution:	
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Problem:	Ideal result:
Proposed solution:	
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A YOUNG PERSON'S COMMISSION

My Commission

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